Dear Family:

A new school year has been launched! This year, I will be using a program called Fundations® to teach some important basics of reading and spelling. However, I am going to need your help.

We know that when a child has a "Coach" in addition to a classroom teacher, the child makes significant progress. We will work together as a "team" – I shall be the teacher, and you the coach.

I will do my best to provide you with the necessary tools to take on that role. I shall keep you informed of "what is happening" in the classroom and provide suggestions and a guide as to "what can be happening" at home.

I look forward to a very successful year as we work together with your child in Fundations. We will have fun teaching and helping your child build a strong foundation for literacy!

In the next letter, I shall share with you Unit 1 and its related activities.

Once again thank you for your interest and cooperation.

Sincerely,
You are likely wondering, "What is Fundations®?"

Research indicates that **systematic** and **explicit phonics instruction** is effective for all children. Fundations provides a systematic and explicit approach to reading and spelling with phonics. We will combine this instruction with the **reading of good literature**, which is just as important for your child's development.

**Fundations is systematic**

because it follows a very definite sequence for teaching and it follows a very definite procedure to teach those concepts.

**Fundations is explicit**

because this program does not leave room for guessing. It teaches all concepts directly. The children will review letters and how to form these letters. They will learn sounds using keywords to help them remember. They will soon move on to blend the sounds into words.

As the year progresses, Fundations introduces many aspects of word structure and sentence structure. I shall be sending home guides and activities for all of this.

You are also probably wondering, "How can I become a successful "Coach" in this reading program?"

As a "Coach" you can:

1. Read the Fundations letters that I send home. These letters will contain up-dates, program information, and activity suggestions.
2. Set aside time to do the "home activities" with your child.
3. Monitor your child's progress and share successes as well as concerns with me.

I feel certain that you will find working with your child in Fundations very rewarding. Your child will treasure your involvement!
Help Develop Oral Expression And Vocabulary

You can help your child develop oral language (the spoken word) with the following ideas. Do these anytime you are with your child:

1. **Encourage your child to answer “wonder” statements.**
   Say such things as “I wonder why a dog barks.” Or say, “I wonder if Grandpa likes spinach.”

2. **Help your child expand his/her vocabulary by rephrasing.**
   When your child says something such as, “He’s scared,” you could say, “Yes, the dog barks because he is frightened, you are correct!”

3. **Ask open-ended questions.**
   Do not ask, “Are you raking leaves?” (The child would simply answer, “yes.”) Instead, ask, “What are you doing with your rake?” The child will answer you and then you can rephrase the answer to further develop vocabulary (see # 2).

4. **Limit the amount of TV**
   However, if your child watches a children’s program, talk about it (see #’s 1, 2, 3).

5. **Provide household props that encourage pretend play.**
   Use spoons/pans in the bathtub; cups/teapots/dolls; small rakes/shovels. While playing, be sure to talk through your actions (see #’s 1, 2).

Verbally interacting with your child simply means taking every opportunity to talk with your child. With our busy lives, interactions between adults and children are often directive (“do this,” “do that,”) or negative (“stop hitting,” “don’t run.”) Try to break this pattern whenever possible. Both you and the child will have pleasant experiences and you will be helping to develop oral expression and vocabulary.
Dear Family:

We are now ready for you to be your child's Coach. If your child had Fundations® in Kindergarten, Unit 1 is mostly review and will go quickly. If your child did not have Fundations in Kindergarten, do not become discouraged with the pace of the progress. It may appear to be slow moving, but it is laying the necessary foundations for your child to be a fluent, independent reader.

During the next few weeks, I will be reviewing:

- The sequence of the alphabet.
- Letter formation from a to z.
- The letter name and a keyword for the consonants:
  b c d f g h j k l m n p q r s t v w x y z
- The letter name, and a keyword for the short vowels: a e i o u

The keyword is a specific word which we will use to help your child master each sound. Notice the letter y is not included as a vowel. This comes later. If y begins a word it is considered a consonant and for now, it will only begin words.

Please work with your child to reinforce the above concepts. See the attached activity suggestions in order to do this. If you have any questions, please write them down and I shall get back to you.

WE ARE OFF!

Sincerely,
**Review the Sequence of the Alphabet**

Your child needs to be able to **say or sing the alphabet from A to Z**. Sing or say the alphabet whenever you can – in the car, bath time, bedtime, etc.

Make sure your child is aware of each letter! So often “imnop” is lumped together and the child does not separate them.

If you have **magnetized plastic letters**, have your child place them on your refrigerator in sequence as he or she says the letter name.

ABCDEFGHIJKLMNOPQRSTUVWXYZ

You will find the **suggested books** listed below helpful at this time. They should be available at your local library.

Following this page, you will find the **alphabet order squares**. Have your child lightly color the vowels (a e i o u) orange. Keep one of the groups of squares uncut to use as the base and cut the second group into individual squares.

Have your child place the letters onto the matching letters on the uncut squares. Make sure your child says the name of the letter as it is placed. Keep these letters in a baggie to do this again and for other activities.

If you enjoy crafts, you could make a place mat and decorate it with one of the letter squares. Have your child place the cut letters on the place mat while waiting for supper.

---

**Title** | **Author** | **Publisher / Date**
---|---|---
The Guinea Pig ABC | Duke, K. | Dutton; 1983
Alphabears | Hasue, K. | Henry Holt & Co.; 1984
City Seen From A to Z | Isadora, R. | Greenwillow; 1983
Alligators All Around: An Alphabet | Sendak, M. | Harper Trophy; 1990
Dr. Seuss's ABC's (2nd edition) | Seuss, Dr. | Random House; 1991
Zoophabets | Tallon, R. | Scholastic; 1979
The Z Was Zapped | Van Allsburg, C. | Houghton Mifflin; 1987
Have your child lightly color the vowels (a e i o u) orange. Keep this group of squares uncut to use as the base. Have your child place the cut letters (from below) onto the matching letters on the uncut squares. Make sure your child says the name of the letter as it is placed.

Have your child lightly color the vowels (a e i o u) orange. Cut this group into individual squares. Keep these letters in a baggie to do this again and for other activities.
Review Letter Formations With Your Child

For the next three weeks, your child will practice writing the letters in lowercase.

Encourage correct pencil grip
Be sure your child has the pencil between the index finger and the thumb and then rests it on the other fingers.

When your child writes, both elbows should be on the table and feet should be on the floor, if possible. You can use an old box under the table if the table is too high. Also, have your child hold the paper with the non-writing hand.

Practice the letter formations
You can practice the letter formations at home just like we are practicing them in school. See the attached writing paper with pictures. We call this our Writing Grid. The pictures indicate the names of the lines: the sky line, plane line, grass line and worm line.

Say the verbal step-by-step guidelines while your child makes each letter.

As your child writes the letter, guide him or her by reading the directions on the enclosed Letter Formation Guide.

Practice some letters each night, as indicated below. Have your child write each of these letters five times on the Writing Grid. Each time, be sure that you read the step-by-step directions to guide the correct letter formation.

<table>
<thead>
<tr>
<th></th>
<th>WEEK 1</th>
<th>WEEK 2</th>
<th>WEEK 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 1</td>
<td>t b f</td>
<td>o g</td>
<td>p j</td>
</tr>
<tr>
<td>Day 2</td>
<td>n m</td>
<td>d s</td>
<td>v w</td>
</tr>
<tr>
<td>Day 3</td>
<td>c a</td>
<td>e u</td>
<td>z q</td>
</tr>
<tr>
<td>Day 4</td>
<td>i r</td>
<td>l h k</td>
<td>y x</td>
</tr>
</tbody>
</table>
Fundations® Letter Formation

WEEK 1

LEVEL 1 HOME SUPPORT PACK   PAGE 5
Fundations® Letter Formation

WEEK 1 (Page 2 of 2)

C

d

l

r

LEVEL 1 HOME SUPPORT PACK  PAGE 6  ©2002 Wilson Language Training Corporation  Wilson Fundations®
Fundations® Letter Formation

WEEK 2 (Page 2 of 2)

LEVEL 1 HOME SUPPORT PACK PAGE 8  ©2002 Wilson Language Training Corporation Wilson Fundations®
Fundations® Letter Formation

WEEK 3 (Page 2 of 2)

Y

X
Fundations® Letter Formation Guide

Use the following verbalization to direct students in proper letter formation.

**Letter Formation for a**

- a is a plane line round letter.
- It starts on the (plane line).

```
1 2 3 4
```

```
  a a a a
```

1. Point to the plane line.
2. Go back on the plane line then down and around on the grass line,
3. and up to the plane line.
4. Trace back down to the grass line.

**Letter Formation for b**

- b is a sky line letter.
- It starts on the (sky line).

```
1 2 3 4
```

```
  b b b b
```

1. Point to the sky line.
2. Go down to the grass line.
3. Trace up to the plane line,
4. and around to the grass line.

**Letter Formation for C**

- c is a plane line round letter.
- It starts on the (plane line).

```
1 2 3
```

```
  c
```

1. Point to the plane line.
2. Start to fly backwards
3. and go down and around to the grass line.

**Letter Formation for d**

- d is a plane line round letter.
- It starts on the (plane line) just like a c.

```
1 2 3 4
```

```
  d d d d
```

1. Point to the plane line.
2. Go back, down and around to the grass line,
3. all the way back up to the sky line.
4. Trace back down to the grass line.
Use the following verbalization to direct students in proper letter formation.

**Letter Formation for e**

e is a plane line round letter, but it is special. e starts below the plane line.

1. Point between the plane line and the grass line.
2. Fly under the plane line.
3. Then go up to the plane line,
4. and around to the grass line.

**Letter Formation for g**
g is a plane line round letter. It starts on the (plane line) just like a c.

1. Point to the plane line.
2. Trace back on the plane line,
3. down and around all the way back to the plane line.
4. Trace back down all the way to the worm line and make a curve.

**Letter Formation for h**
h is a sky line letter. It starts on the (sky line).

1. Point to the sky line.
2. Go down to the grass line.
3. Trace back up to the plane line,
4. and make a hump.
Fundations® Letter Formation Guide

Use the following verbalization to direct students in proper letter formation.

**Letter Formation for i**

i is a plane line letter.

It starts on the (plane line).

1 2 3

1. Point to the plane line.
2. Go down to the grass line.
3. Add a dot.

**Letter Formation for j**

j is a plane line letter.

It starts on the (plane line).

1 2 3

j

1. Point to the plane line.
2. Go all the way down to the worm line, and make a curve.
3. Add a dot.

**Letter Formation for k**

k is a sky line letter.

It starts on the (sky line).

1 2 3 4 5

1. Point to the sky line.
2. Go all the way down to the grass line.
3. Point to the plane line and leave a space.
4. Slide over and touch your tall line,
5. and slide back to the grass line.

**Letter Formation for l**

l is a sky line letter.

It starts on the (sky line).

1 2

1. Point to the sky line.
2. Go down to the grass line and stop.
Use the following verbalization to direct students in proper letter formation.

**Letter Formation for M**

m is a plane line letter.

It starts on the (plane line).

1. Point to the plane line.
2. Go down to the grass line.
3. Trace back up to the plane line,
4. and make a hump,
5. and then back up to the plane line and make another hump.

**Letter Formation for N**

n is a plane line letter.

It starts on the (plane line).

1. Point to the plane line.
2. Go down to the grass line.
3. Trace back up to the plane line,
4. and make a hump.

**Letter Formation for O**

o is a plane line round letter.

It starts on the (plane line) just like a c.

1. Point to the plane line.
2. Trace back, then down to the grass line,
3. and around back up to the plane line.

**Letter Formation for P**

p is a plane line round letter.

It starts on the (plane line).

1. Point to the plane line.
2. Go down to the worm line.
3. Trace back up to the plane line,
4. and curve all the way around to the grass line.
Use the following verbalization to direct students in proper letter formation.

**Letter Formation for q**
- q is a plane line round letter.
- It starts on the (plane line).
- Remember that q is the chicken letter so in the end it wants to point up to its “buddy” u.

1. Point to the plane line.
2. Trace back and go down to the grass line around, back to the plane line.
3. Trace back down to the worm line, and point up to his “buddy” u.

**Letter Formation for S**
- s is a plane line round letter.
- It starts on the (plane line) just like a c.

1. Point to the plane line.
2. Trace back and it curves in,
3. and goes back again and lands on the grass line.

**Letter Formation for t**
- t is a sky line letter.
- It starts on the (sky line).

1. Point to the sky line.
2. Go down to the grass line.
3. Cross it on the plane line.
Use the following verbalization to direct students in proper letter formation.

**Letter Formation for U**

u is a plane line letter.
It starts on the (plane line).

1. Point to the plane line.
2. Go down to the grass line.
3. Curve up to the plane line,
4. and trace straight down to the grass line.

**Letter Formation for V**

v is a plane line slide letter.
It starts on the (plane line) and (slides).

1. Point to the plane line.
2. Slide down to the grass line.
3. Slide up to the plane line.

**Letter Formation for W**

w is a plane line slide letter.
It starts on the (plane line) and (slides).

1. Point to the plane line.
2. Slide down to the grass line.
3. Slide up to the plane line.
4. Slide down to the grass line.
5. Slide up to the plane line.

**Letter Formation for X**

x is a plane line slide letter.
It starts on the (plane line) and (slides).

1. Point to the plane line.
2. Slide down to the grass line.
3. Leave a space and point to the plane line.
4. Slide back to the grass line.
Use the following verbalization to direct students in proper letter formation.

**Letter Formation for Y**

y is a plane line slide letter.

It starts on the (plane line) and (slides).

1. Point to the plane line.
2. Slide down to the grass line.
3. Pick up your pencil (finger) and leave a space and point to the plane line.
4. Slide back - all the way to the worm line.

**Letter Formation for Z**

z is a plane line slide letter, but it doesn’t slide right away.

Where does it start? (On the plane line).

Before it slides, the z goes on the plane line.

1. Point to the plane line.
2. Go on the plane line.
3. Slide back to the grass line.
4. Then go on the grass line.
Dear Family:

I am now introducing Unit 2 in Fundations®. Your child is going to:

• Blend, read, and spell three sound short vowel words.

• Learn or review three words by memory: a, and, the. These are called Trick Words because they cannot be sounded out. Instead, your child needs to learn these by memorizing them.

• Learn capitalization, punctuation, and word spacing for sentence dictation.

It is important for your child to recognize and be able to hear and “move around” the beginning, ending and middle sounds of a word. As always your help is appreciated to keep your child on track. To help your child focus on sounds, you can play word games such as “I'm Thinking of an Object” and “Change That Word.” The directions are on the following pages.

Also, make flashcards on index cards for the Trick Words. Have your child read these quickly each night. Throughout the year, I will have you make more Trick Word flashcards to practice.

Remember to have FUN! Also, please write down any questions you might have, and I shall get back to you.

Sincerely,
This is Your Reference for Letter-Keyword-Sound

In addition to writing letters and knowing the letter name, your child is learning (or reviewing) the consonants and short vowel sounds using keywords.

Throughout the year I will send home more sounds for your child to learn.

In school, we do a daily drill practicing these sounds. Right now, we are doing the sounds listed on this sheet.

Your child keeps a notebook at school with these keyword pictures. During the year, whenever your child cannot think of the sound that a letter makes, ask him or her to look at the keyword picture.

That is a hint for the sound. The sound is represented by a letter between //.

For the letter a, we use the keyword **apple**. This word helps your child know the sound //ā//. Whenever we practice these sounds, we say the letter name, the keyword, then the sound:

**a - apple - //ā//**

Do not hesitate to use the vocabulary words, short vowels and consonants. Your child is aware of their meaning as I use these terms in class.

<table>
<thead>
<tr>
<th>Letter</th>
<th>Keyword</th>
<th>Sound</th>
</tr>
</thead>
<tbody>
<tr>
<td>A a</td>
<td>apple</td>
<td>/ā/</td>
</tr>
<tr>
<td>B b</td>
<td>bat</td>
<td>/b/</td>
</tr>
<tr>
<td>C c</td>
<td>cat</td>
<td>/k/</td>
</tr>
<tr>
<td>D d</td>
<td>dog</td>
<td>/d/</td>
</tr>
<tr>
<td>E e</td>
<td>Ed</td>
<td>/e/</td>
</tr>
<tr>
<td>F f</td>
<td>fan</td>
<td>/f/</td>
</tr>
<tr>
<td>G g</td>
<td>game</td>
<td>/g/</td>
</tr>
<tr>
<td>H h</td>
<td>hat</td>
<td>/h/</td>
</tr>
<tr>
<td>I i</td>
<td>itch</td>
<td>/i/</td>
</tr>
<tr>
<td>J j</td>
<td>jug</td>
<td>/j/</td>
</tr>
<tr>
<td>K k</td>
<td>kite</td>
<td>/k/</td>
</tr>
<tr>
<td>L l</td>
<td>lamp</td>
<td>/l/</td>
</tr>
<tr>
<td>M m</td>
<td>man</td>
<td>/m/</td>
</tr>
<tr>
<td>N n</td>
<td>nut</td>
<td>/n/</td>
</tr>
<tr>
<td>O o</td>
<td>octopus</td>
<td>/o/</td>
</tr>
<tr>
<td>P p</td>
<td>pan</td>
<td>/p/</td>
</tr>
<tr>
<td>Qu qu</td>
<td>queen</td>
<td>/kw/</td>
</tr>
<tr>
<td>R r</td>
<td>rat</td>
<td>/r/</td>
</tr>
<tr>
<td>S s</td>
<td>snake</td>
<td>/s/</td>
</tr>
<tr>
<td>T t</td>
<td>top</td>
<td>/t/</td>
</tr>
<tr>
<td>U u</td>
<td>up</td>
<td>/u/</td>
</tr>
<tr>
<td>V v</td>
<td>van</td>
<td>/v/</td>
</tr>
<tr>
<td>W w</td>
<td>wind</td>
<td>/w/</td>
</tr>
<tr>
<td>X x</td>
<td>fox</td>
<td>/ks/</td>
</tr>
<tr>
<td>Y y</td>
<td>yellow</td>
<td>/y/</td>
</tr>
<tr>
<td>Z z</td>
<td>zebra</td>
<td>/z/</td>
</tr>
</tbody>
</table>
Fundations® Consonants

b  bat /b/
c  cat /k/
d  dog /d/
f  fun /f/

g  game /g/
h  hat /h/
j  jug /j/
k  kite /k/
l  lamp /l/

m  man /m/
n  nut /n/
p  pan /p/
qu  queen /kw/
r  rat /r/
s  snake /s/

r  bugs /z/

t  top /t/
v  van /v/
w  wind /w/
x  fox /ks/
y  yellow /y/
z  zebra /z/
Fundations® Short Vowels

\begin{align*}
a & \quad \text{apple} \quad /\text{ʔa}/ \\
e & \quad \text{Ed} \quad /\text{ʔe}/ \\
i & \quad \text{itch} \quad /\text{ʔi}/ \\
o & \quad \text{octopus} \quad /\text{ʔo}/ \\
u & \quad \text{up} \quad /\text{ʔu}/
\end{align*}
Please continue to practice the writing of the alphabet while you work on the new activities. You can make copies of this Writing Grid to use throughout the year, or you can laminate this sheet so that your child can use a thin dry-erase marker.
Do the “I’m Thinking Of An Object” Activity

Find and cut out pictures of various objects from a magazine.
Make sure that you choose items that will not confuse your child.
For example if you chose an elephant, your child might identify an l sound (which we write like this, /l/). If you chose an artichoke, your child might identify an r sound (which we write like this, /r/).

Examples of items that you might cut out:

dog   bed   cat

tomato door egg
man    ball  girl
hand   lady  cow
sun    doll  baby
bug    teeth book

Beginning Sounds
Spread the pictures out on a surface and say “I am thinking of something that starts with /d/.” Be sure to give the sound of the letter and not the letter name. Your child finds a picture that starts with the sound.

Variation 1:
Have your child identify each item and place them in categories.
For example, have your child find all the items that begin with the sound of /b/.
Your child would find bed, ball, baby, bug, and book.

Variation 2:
Put the pictures in a bag. Have your child pick a picture out of the bag. Then she or he says the name of the picture and tells you its beginning sound.
When you say a consonant sound, try not to add an extra sound to it. For example, when you say the sound /m/, don’t say /mu/.

I feel certain you will find working with your child in Fundations® very rewarding. Your child will treasure your involvement!
Do the “Change The Word” Activity

Use the cut up letters from the Alphabet Sequence Activity from Unit 1.

Have your child match the letters to the uncut page. Then find the letters to make the word fit. Read the word and have your child repeat it after you.

Ask your child to change one sound for another. It is important to say the sound of the letter and not the letter name. When you say the sound, try to “clip” it. In other words, say /f/ not /fu/.

For example, you want your child to change the beginning sound. You say the word “fit” and your child repeats the word, “fit.”

Now you ask, “Can you change the /f/ to /s/?” Your child should exchange the letters to make the word, “sit”. Have your child read the new word (or read it for him or her).

<table>
<thead>
<tr>
<th>BEGINNING SOUNDS (WEEK 1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>You Make And Read</td>
</tr>
<tr>
<td>---------------------</td>
</tr>
<tr>
<td>fit</td>
</tr>
<tr>
<td>map</td>
</tr>
<tr>
<td>rag</td>
</tr>
<tr>
<td>sat</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ENDING SOUNDS (WEEK 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>You Make And Read</td>
</tr>
<tr>
<td>---------------------</td>
</tr>
<tr>
<td>kit</td>
</tr>
<tr>
<td>rag</td>
</tr>
<tr>
<td>lap</td>
</tr>
<tr>
<td>cap</td>
</tr>
</tbody>
</table>
Dear Family:

The past few weeks have been busy ones! We have been working on three-sound words, and sentences as well as “trick” words. Thank you for working with your child. Your help reinforces what is being taught in school. Please continue your good work. We are about to begin Unit 3.

In class, I am working on **consonant digraphs**. A consonant digraph is two consonants together that make one sound such as “s” and “h” together make the sound of /sh/. Because a consonant digraph makes only **one sound**, they only get **one tap**. For example, the word “**sh o p**” has three taps even though there are four letters because there are only three sounds to the word.

I have been working on the following consonant digraphs:

- **sh** - ship - /sh/
- **ch** - chin - /ch/
- **ck** - sock - /k/
- **wh** - whistle - /w/
- **th** - thumb - /th/

Your child knows that the sound /k/ at the end of a word is usually spelled with the letters “ck”.

Homework for the next three weeks will include these consonant digraphs as well as “**qu**” which is referred to as the “chicken letter” because “q” always has his buddy “u” right next to him in words in the English language.

Sincerely,
Fundations® Digraphs

ch /ch/ chin

ck /k/ sock

sh /sh/ ship

th /th/ thumb

wh /w/ whistle

Add this page to your child's notebook of sounds.
During the next few weeks, reading to your child at bedtime might be a good way of getting "settled" while at the same time accomplishing many benefits.

The following list of books are excellent ones to read aloud to a First Grade Student. This list is taken from the book, *Straight Talk About Reading*, by Susan Hall and Louisa Moats. This book is written for parents and you might find it helpful.

### Reading aloud...
- familiarizes your child with concepts of print.
- builds your child's vocabulary.
- introduces your child to different language patterns.
- identifies reading as a pleasurable activity.

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>Publisher / Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>The Children's Book of Virtues</em></td>
<td>Bennett, W.</td>
<td>Simon &amp; Schuster; 1995</td>
</tr>
<tr>
<td><em>The World of Pooh</em></td>
<td>Milne, A. A.</td>
<td>Penguin; 1954</td>
</tr>
<tr>
<td><em>The American Girls Collection</em></td>
<td>Various authors</td>
<td>Pleasant Company.</td>
</tr>
<tr>
<td><em>Mr. Popper's Penguins</em></td>
<td>Atwater, R. &amp; F.</td>
<td>Little, Brown Scholastic; 1966</td>
</tr>
<tr>
<td><em>Pippi Longstocking</em></td>
<td>Lindgren, A.</td>
<td>Viking Press; 1978</td>
</tr>
<tr>
<td><em>The Boxcar Children</em></td>
<td>Warner, G. C.</td>
<td>Alfred Whitman; 1977</td>
</tr>
</tbody>
</table>
Homework Guide

Review the *consonant digraphs* (sh, ch, th, wh, ck) and *chicken letter and his buddy* (qu), with your child during the next 3 weeks.

If your child gets stuck on a word, have your child look up the sounds in his or her notebook of sounds.

**Follow These 4 Steps:**

1. Dictate (say) the word and have your child echo the word.
2. Have your child tap out the sounds. Do not tap trick words.
3. Have your child tell you the letters that go with those sounds.
4. Have your child write the letters.

---

**WEEK 1**

**Dictate the words and sentence to your child following the 4 steps listed above.**

<table>
<thead>
<tr>
<th>Day</th>
<th>Review Words</th>
<th>Current Words</th>
<th>Trick Words</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>On Monday Dictate</td>
<td>log</td>
<td>fish</td>
<td>to</td>
<td>Jog to the shop.</td>
</tr>
<tr>
<td>On Tuesday Dictate</td>
<td>log</td>
<td>math</td>
<td>a</td>
<td></td>
</tr>
<tr>
<td>On Wednesday Dictate</td>
<td>sip</td>
<td>chop</td>
<td>was</td>
<td></td>
</tr>
<tr>
<td>On Thursday Dictate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**WEEK 2**

**Dictate the words and sentence to your child following the 4 steps listed above.**

<table>
<thead>
<tr>
<th>Day</th>
<th>Review Words</th>
<th>Current Words</th>
<th>Trick Words</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>On Monday Dictate</td>
<td>vet</td>
<td>ship</td>
<td>for</td>
<td>Dad is quick with math.</td>
</tr>
<tr>
<td>On Tuesday Dictate</td>
<td>tub</td>
<td>deck</td>
<td>he</td>
<td></td>
</tr>
<tr>
<td>On Wednesday Dictate</td>
<td>pat</td>
<td>quick</td>
<td>is</td>
<td></td>
</tr>
<tr>
<td>On Thursday Dictate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**WEEK 3**

**Dictate the words and sentence to your child following the 4 steps listed above.**

<table>
<thead>
<tr>
<th>Day</th>
<th>Review Words</th>
<th>Current Words</th>
<th>Trick Words</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>On Monday Dictate</td>
<td>mad</td>
<td>path</td>
<td>as</td>
<td>Which fish did Tom get?</td>
</tr>
<tr>
<td>On Tuesday Dictate</td>
<td>fix</td>
<td>chat</td>
<td>his</td>
<td></td>
</tr>
<tr>
<td>On Wednesday Dictate</td>
<td>web</td>
<td>shop</td>
<td>has</td>
<td></td>
</tr>
<tr>
<td>On Thursday Dictate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Writing Grid for Word and Sentence Homework
Do the “Digraph Detective” Activity

Have your child read the following sentences.

Read these several times. There is no need to do this all at one sitting.

1. Underline all of the digraphs (sh, ch, th, wh and ck) in each sentence.
2. Circle the “chicken letters”, qu.
3. Have your child write the words with a digraph below each sentence.

Jack got in the tub and had a bath.

Chad hit his chin on the bed.

Dad let Beth pack the cash in the bag.

Which quick cat got the six fish?

Did Dad get that at the shop?
Cut words into flashcards. 1. Each night, help your child **read** all Trick Words from previous units, as well as these.
2. Have your child **trace** each new Trick Word with his or her finger and **spell** it aloud; and 3. Cover up the trick word and have your child write it with his or her finger on the table while naming each letter.
Dear Family:

I am now working in Unit 4 of the Fundations® program. I am pleased with the progress and I hope you are as well.

In this section, I teach one of the first spelling rules. It is called the Bonus Letter Rule. To read the word puff, one would only need the letters puf. For the word hill only the letters hil are needed. For the word kiss, you only need kis.

However, in our language when a one syllable word ends in an f, l, or s, a second f, l, or s is added when spelling the word.

Your child will also learn the sound of all as in ball, tall and wall. (This sound is written like this: /ɔl/). When there is a bonus letter after the letter a, the sound of a changes.

Homework for the next two weeks will include these new concepts. Remember, write any questions you may have and I shall get back to you.

Sincerely,
Review the **bonus letters** (f, l, and s) and the sound of **all - /ʊl/** with your child during the next 2 weeks.

Practice will be to tap and spell (tap and write) the words. Only **sounds** are tapped, therefore the bonus letters f, l, and s are not tapped. Example: the word **huff** will only have three taps.

If your child forgets the bonus letter, you may cue him or her by asking, **"What does a small word ending in f, l, or s need?"**

**Follow These 4 Steps:**

1. Dictate the word and have your child echo the word.
2. Have your child tap out the sounds. Do not tap trick words.
3. Have your child tell you the letters that go with those sounds.
4. Have your child write the letters. It is helpful if you say the letters as your child writes them.

---

**WEEK 1**

<table>
<thead>
<tr>
<th><strong>Dictate the words and sentence to your child following the 4 steps listed above.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>On Monday Dictate</strong></td>
</tr>
<tr>
<td><strong>On Tuesday Dictate</strong></td>
</tr>
<tr>
<td><strong>On Wednesday Dictate</strong></td>
</tr>
<tr>
<td><strong>On Thursday Dictate</strong></td>
</tr>
</tbody>
</table>

---

**WEEK 2**

<table>
<thead>
<tr>
<th><strong>Dictate the words and sentence to your child following the 4 steps listed above.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>On Monday Dictate</strong></td>
</tr>
<tr>
<td><strong>On Tuesday Dictate</strong></td>
</tr>
<tr>
<td><strong>On Wednesday Dictate</strong></td>
</tr>
<tr>
<td><strong>On Thursday Dictate</strong></td>
</tr>
</tbody>
</table>
Do the “Find Your Letters” Activity

Use the cut up letters from the “Alphabet Sequence” activity in Unit 1.
Have your child match the letters to the uncut page. Then tell your child a word to spell from the list below.

1. Dictate the word and have your child echo the word.
2. Have your child find the letters to spell the word.
3. Have your child point to each letter and spell the word.

WEEK 1

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Spell</th>
<th>Change it to</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>puff</td>
<td>huff</td>
</tr>
<tr>
<td>2</td>
<td>bill</td>
<td>fill</td>
</tr>
<tr>
<td>3</td>
<td>well</td>
<td>shell</td>
</tr>
<tr>
<td>4</td>
<td>kiss</td>
<td>miss</td>
</tr>
<tr>
<td>5</td>
<td>hall</td>
<td>ball</td>
</tr>
</tbody>
</table>

WEEK 2

<table>
<thead>
<tr>
<th>Week 2</th>
<th>Spell</th>
<th>Change it to</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>pick</td>
<td>pill</td>
</tr>
<tr>
<td>2</td>
<td>met</td>
<td>mess</td>
</tr>
<tr>
<td>3</td>
<td>top</td>
<td>toss</td>
</tr>
<tr>
<td>4</td>
<td>hug</td>
<td>huff</td>
</tr>
<tr>
<td>5</td>
<td>fish</td>
<td>fill</td>
</tr>
</tbody>
</table>
Cut words into flashcards. 1. Each night, help your child read all Trick Words from previous units, as well as these. 2. Have your child trace each new Trick Word with his or her finger and spell it aloud; and 3. Cover up the trick word and have your child write it with his or her finger on the table while naming each letter.
Dear Family:

The concept in Unit 5 of Fundations® is one that your child should grasp quickly.

The sounds of the letters m and n come through the nose and because of this, the short vowel sound of a is somewhat distorted. Therefore, I teach the children that /am/ as in ham and /an/ as in fan are glued together because it is difficult to separate the a from the m or n.

The word ham will be tapped this way: /h/ touching index finger to thumb; then the /am/ touching middle finger and ring finger (glued together) to the thumb.

Make sure your child knows the letters, keyword, and sound for am and an.

Say the letters a - m, then the keyword ham, then the sound /am/.

Say the letters a - n, then the keyword fan, then the sound /an/.

The all sound from Unit 4 is also “glued” together. Be sure to keep the pictures for these sounds with all of the other Keyword Pictures.

Sincerely,
all /ɔl/ ball

an /æn/ fan

am /æm/ ham

Add this page to your child's notebook of sounds.
Review the **glued sounds**, /am/ (as in ham) and /an/ (as in fan), with your child during the next week.

**Follow These 4 Steps:**

1. Dictate the word and have your child echo the word.
2. Have your child tap out the sounds. Remember, /am/ and /an/ are “glued” sounds so they get one tap by touching middle finger and ring finger to the thumb. Do not tap trick words.
3. Have your child tell you the letters that go with those sounds.
4. Have your child write the letters. It is helpful if you say the letters as your child writes them.

---

**WEEK 1**

<table>
<thead>
<tr>
<th>On Monday Dictate</th>
<th>Review Words</th>
<th>ball</th>
<th>fox</th>
<th>quill</th>
</tr>
</thead>
<tbody>
<tr>
<td>On Tuesday Dictate</td>
<td>Current Words</td>
<td>ham</td>
<td>jam</td>
<td>can</td>
</tr>
<tr>
<td>On Wednesday Dictate</td>
<td>Trick Words</td>
<td>from</td>
<td>or</td>
<td>have</td>
</tr>
<tr>
<td>On Thursday Dictate</td>
<td>Sentence</td>
<td>Mom will shop for ham and jam.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**Note**

Your child might be able to read the following book with your help:

*Green Eggs and Ham*, by Dr. Seuss; Random House, 1960.
Do the Seek and Find Activity

1. Have your child read the sentences, scooping them into phrases.
2. Have your child underline the consonant digraphs.
3. Have your child draw a box around the glued sounds.

Jill can get the fan for Sam.

The man with a tan will shop for a pan.

Answer Key

2. Underline sh in shop, th in the, and th in with.
3. Put a box around an in can, an in fan, an in and, am in Sam, an in man, an in tan, and an in pan.
Cut words into flashcards. 1. Each night, help your child read all Trick Words from previous units, as well as these. 2. Have your child trace each new Trick Word with his or her finger and spell it aloud; and 3. Cover up the trick word and have your child write it with his or her finger on the table while naming each letter.
Dear Family:

The newest concept that I am teaching the children is one they will use frequently, that of adding a suffix (which is an ending) to a baseword. For now, the only suffix I am working with is the suffix ‘s’. For example:

\[ \text{dog} \text{ - add the suffix ‘s’ = dogs} \]

It is important that your child recognizes the suffix. As an exercise, in order to train the brain to separate the suffix from the baseword, have your child read the baseword and then say it with the suffix as follows:

\[ \text{pen - pens} \quad \text{map - maps} \]

To spell a word with a suffix ending, your child hears the entire word “maps”, but then must be able to separate “map” from the suffix ‘s’.

Therefore, after repeating the word “maps” you may ask “\textit{What is the baseword?}” Your child should answer “\textit{map}”. Then tap out \(/m/ /a/ /p/\), say the letters \(m - a - p\), then add the suffix ‘s’.

Note that sometimes the suffix ‘s’ has the /z/ sound as in the word \textit{bug - bugs}.

Sincerely,
Review the **baseword and suffix** with your child during the next 3 weeks.

**Follow These 4 Steps:**

1. Dictate the entire word. Have your child echo the entire word. Example: "**pins**"
2. Have your child separate the baseword from the suffix and tap out the baseword. Child says, "**pins**" then, "**pin**" then taps out /p/ /i/ /n/. Do not tap trick words.
3. Have your child tell you the letters that go with the sounds of the baseword.
4. Have your child write the baseword, then add **s**. It is helpful if you say the letters as your child writes them.

---

**WEEK 1**

<table>
<thead>
<tr>
<th>Day</th>
<th>Dictate the words and sentence to your child following the 4 steps listed above.</th>
</tr>
</thead>
<tbody>
<tr>
<td>On Monday</td>
<td>Review Words: had, quick, jam</td>
</tr>
<tr>
<td>On Tuesday</td>
<td>Current Words: rugs, sells, cats</td>
</tr>
<tr>
<td>On Wednesday</td>
<td>Trick Words: were, her, put</td>
</tr>
<tr>
<td>On Thursday</td>
<td>Sentence: Ben sells dolls in his shop.</td>
</tr>
</tbody>
</table>

---

**WEEK 2**

<table>
<thead>
<tr>
<th>Day</th>
<th>Dictate the words and sentence to your child following the 4 steps listed above.</th>
</tr>
</thead>
<tbody>
<tr>
<td>On Monday</td>
<td>Review Words: ship, jug, fill</td>
</tr>
<tr>
<td>On Tuesday</td>
<td>Current Words: pills, fans, sheds</td>
</tr>
<tr>
<td>On Wednesday</td>
<td>Trick Words: there, what, she</td>
</tr>
<tr>
<td>On Thursday</td>
<td>Sentence: Mom had the kids on cots for a nap.</td>
</tr>
</tbody>
</table>

---

**WEEK 3**

<table>
<thead>
<tr>
<th>Day</th>
<th>Dictate the words and sentence to your child following the 4 steps listed above.</th>
</tr>
</thead>
<tbody>
<tr>
<td>On Monday</td>
<td>Review Words: path, fox, will</td>
</tr>
<tr>
<td>On Tuesday</td>
<td>Current Words: hills, lips, chips</td>
</tr>
<tr>
<td>On Wednesday</td>
<td>Trick Words: been, by, who</td>
</tr>
<tr>
<td>On Thursday</td>
<td>Sentence: Dad fills the jugs at the well.</td>
</tr>
</tbody>
</table>
**Do the “Find the Baseword and Suffix” Activity**

1. In the list below, have your child read each word, separating the baseword from the suffix. Then read the entire word. For example: **shed - sheds**

<table>
<thead>
<tr>
<th>sheds</th>
<th>pins</th>
<th>kids</th>
</tr>
</thead>
<tbody>
<tr>
<td>cans</td>
<td>ships</td>
<td>jugs</td>
</tr>
<tr>
<td>pills</td>
<td>dogs</td>
<td>shells</td>
</tr>
<tr>
<td>fans</td>
<td>mills</td>
<td>locks</td>
</tr>
<tr>
<td>pups</td>
<td>tins</td>
<td>chills</td>
</tr>
</tbody>
</table>
Cut words into flashcards. 1. Each night, help your child read all Trick Words from previous units, as well as these.
2. Have your child trace each new Trick Word with his or her finger and spell it aloud; and 3. Cover up the trick word and have your child write it with his or her finger on the table while naming each letter.
Dear Family:

In Unit 7, Fundations® introduces your child to additional **glued sounds**. Previously, the glued sounds of **all, am** and **an** were taught. A **glued sound** is one in which letters have their own sounds but they are difficult to separate. The glued sounds that will be introduced are:

**Week 1**

- ang - fang - /ang/
- ong - song - /ong/
- ing - ring - /ing/
- ung - lung - /ung/

**Week 2**

- ank - bank - /ank/
- onk - honk - /onk/
- ink - pink - /ink/
- unk - junk - /unk/

A word such as *sink* with the glued sound of /ink/ will be tapped /s/ (one tap) and /ink/ (one tap with three fingers glued together).

I shall be working with the /ng/ sounds first. You might want to have your child practice them with the keywords. Marching while saying **“ang - fang - /ang/”** in rhythm is fun!

Thank you, as always, for your help.

Sincerely,
Fundations® Glued Sounds

**ng**

**ang**

**ing**

**ong**

**ung**
Review the *glued sounds* ending in **ng** and **nk**.

**Follow These 4 Steps:**

1. Dictate the word and have your child echo the word.
2. Have your child tap out the sounds. When doing the “glued” sounds it may be easier to tap on the table rather than to the thumb. Do not tap trick words.
3. Have your child tell you the letters that go with those sounds.
4. Have your child write the letters. It is helpful if you say the letters as your child writes them.

### WEEK 1

<table>
<thead>
<tr>
<th>Day</th>
<th>Review Words</th>
<th>Call</th>
<th>Ham</th>
<th>Shells</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday Dictate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday Dictate</td>
<td>Current Words</td>
<td>Bang</td>
<td>Ring</td>
<td>Song</td>
</tr>
<tr>
<td>Wednesday Dictate</td>
<td>Trick Words</td>
<td>Out</td>
<td>So</td>
<td>Are</td>
</tr>
<tr>
<td>Thursday Dictate</td>
<td>Sentence</td>
<td>Josh sang a song</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### WEEK 2

<table>
<thead>
<tr>
<th>Day</th>
<th>Review Words</th>
<th>Chop</th>
<th>Fan</th>
<th>Puffs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday Dictate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday Dictate</td>
<td>Current Words</td>
<td>Pink</td>
<td>Thank</td>
<td>Bunk</td>
</tr>
<tr>
<td>Wednesday Dictate</td>
<td>Trick Words</td>
<td>Two</td>
<td>About</td>
<td>Into</td>
</tr>
<tr>
<td>Thursday Dictate</td>
<td>Sentence</td>
<td>The cat got a chunk of fish</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### WEEK 3

<table>
<thead>
<tr>
<th>Day</th>
<th>Review Words</th>
<th>Hill</th>
<th>Wham</th>
<th>Lips</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday Dictate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday Dictate</td>
<td>Current Words</td>
<td>Sinks</td>
<td>Wings</td>
<td>Honks</td>
</tr>
<tr>
<td>Wednesday Dictate</td>
<td>Trick Words</td>
<td>Only</td>
<td>Other</td>
<td>New</td>
</tr>
<tr>
<td>Thursday Dictate</td>
<td>Sentence</td>
<td>Kim will sing six songs</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Do the "Glued Sound" Activity

Select the letter combination from each box to make real words. If both combinations make a word, just select one.

- ang or ank
  - h
  - th
  - b

- ing or ink
  - w
  - r
  - s

- ong or onk
  - h
  - s
  - l

- ung or unk
  - b
  - j
  - l

- ing or ink
  - th
  - k
  - w

- ung or unk
  - ch
  - h
  - s
Cut words into flashcards. 1. Each night, help your child read all Trick Words from previous units, as well as these.

2. Have your child trace each new Trick Word with his or her finger and spell it aloud; and 3. Cover up the trick word and have your child write it with his or her finger on the table while naming each letter.
Dear Family:

This is a wonderful year of learning for your child. The help and support you have given are making a big difference.

We shall continue to work with short vowel words, however, we are now ready to add **consonant blends**.

A blend is two consonants together that each make a sound, as in the word “**s t o p**” - the /s/ and the /t/ each make a sound.

A blend is different from a digraph which has two letters but only one sound, such as in the word “**s h o p**” - the /sh/ makes only one sound.

Blends can come at the beginning of a word, such as “**s t o p**”, or at the end of a word, like “**p e s t**”.

Remember, in a blend each sound will get a separate tap.

Here we go!

Sincerely,
Homework Guide

Review **consonant blends** with your child during the next 3 weeks.

**Follow These 4 Steps:**

1. Dictate the word and have your child echo the word.
2. Have your child tap out the sounds. This is extremely important. Each sound must be tapped on a different finger. The word "**stop**" will have four taps. Do not tap trick words.
3. Have your child tell you the letters that go with those sounds.
4. Have your child write the letters. Remember, it is helpful if you say the letters as your child writes.

---

### WEEK 1

<table>
<thead>
<tr>
<th>On Monday Dictate</th>
<th>Review Words</th>
<th>sock</th>
<th>jam</th>
<th>which</th>
</tr>
</thead>
<tbody>
<tr>
<td>On Tuesday Dictate</td>
<td><strong>Current Words</strong></td>
<td>flip</td>
<td>camp</td>
<td>test</td>
</tr>
<tr>
<td>On Wednesday Dictate</td>
<td><strong>Trick Words</strong></td>
<td>some</td>
<td>could</td>
<td>want</td>
</tr>
<tr>
<td>On Thursday Dictate</td>
<td>Sentence</td>
<td>Did Beth step on that frog?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

### WEEK 2

<table>
<thead>
<tr>
<th>On Monday Dictate</th>
<th>Review Words</th>
<th>pack</th>
<th>wings</th>
<th>dabs</th>
</tr>
</thead>
<tbody>
<tr>
<td>On Tuesday Dictate</td>
<td><strong>Current Words</strong></td>
<td>block</td>
<td>squish</td>
<td>ranch</td>
</tr>
<tr>
<td>On Wednesday Dictate</td>
<td><strong>Trick Words</strong></td>
<td>say</td>
<td>do</td>
<td>first</td>
</tr>
<tr>
<td>On Thursday Dictate</td>
<td>Sentence</td>
<td>This clock is the best gift!</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

### WEEK 3

<table>
<thead>
<tr>
<th>On Monday Dictate</th>
<th>Review Words</th>
<th>much</th>
<th>hall</th>
<th>dunk</th>
</tr>
</thead>
<tbody>
<tr>
<td>On Tuesday Dictate</td>
<td><strong>Current Words</strong></td>
<td>clams</td>
<td>vests</td>
<td>shrubs</td>
</tr>
<tr>
<td>On Wednesday Dictate</td>
<td><strong>Trick Words</strong></td>
<td>any</td>
<td>my</td>
<td>now</td>
</tr>
<tr>
<td>On Thursday Dictate</td>
<td>Sentence</td>
<td>Bill must dump the trash.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Do the “Match Blend Search” Activity**

Have your child match a *word beginning* with a *word ending* to make a word. Have him or her write all the words on a separate sheet of paper and then read the words.

<table>
<thead>
<tr>
<th>Word Beginnings</th>
<th>Word Endings</th>
</tr>
</thead>
<tbody>
<tr>
<td>br</td>
<td>it</td>
</tr>
<tr>
<td>sk</td>
<td>all</td>
</tr>
<tr>
<td>sm</td>
<td>ip</td>
</tr>
<tr>
<td>sn</td>
<td>ap</td>
</tr>
<tr>
<td>sp</td>
<td>ing</td>
</tr>
</tbody>
</table>

©2002 Wilson Language Training Corporation Wilson Fundations®
Cut words into flashcards. 1. Each night, help your child read all Trick Words from previous units, as well as these.
2. Have your child trace each new Trick Word with his or her finger and spell it aloud; and 3. Cover up the trick word and have your child write it with his or her finger on the table while naming each letter.
Dear Family:

Is your child having a great deal of difficulty reading and spelling the words? If so, I want you to make an appointment to see me because slow and inaccurate reading of words are the best predictors of a possible reading difficulty.

For the next two weeks, I am going to practice review words and teach the concept of a closed syllable. A closed syllable ends in a consonant and only has one vowel. The vowel in a closed syllable is short.

It is important for your child to recognize a closed syllable because when the vowel is closed in at the end of a word, the vowel sound is short, as in the word "math" or "cat". The recognition of this word structure will be key as we continue with the program.

To mark a closed syllable, your child has learned to scoop or underline the word, put a c under the scoop to indicate "closed" and a breve (˘) over the vowel.

\[
\text{cat} \quad \text{or} \quad \text{math} \\

c \quad \text{or} \quad \text{màth} \\
\]

Even though all the words have been closed syllables, every once in a while ask, "Is this word a closed syllable?" and, "Why?"

Let me know if you have any concerns.

Sincerely,
Review closed syllables with your child during the next 2 weeks.

Follow These 5 Steps:
1. Dictate the word and have your child echo the word.
2. Have your child tap out the sounds. Do not tap trick words.

3. Have your child tell you the letters that go with those sounds.
4. Have your child write the letters. It is helpful if you say the letters as your child writes them.
5. Ask your child to point out the closed syllables in each sentence. (See Answer Key).

### WEEK 1

<table>
<thead>
<tr>
<th>On Monday Dictate</th>
<th>Review Words</th>
<th>pill</th>
<th>hush</th>
<th>chms</th>
</tr>
</thead>
<tbody>
<tr>
<td>On Tuesday Dictate</td>
<td>Review Words</td>
<td>crash</td>
<td>fluffs</td>
<td>snug</td>
</tr>
<tr>
<td>On Wednesday Dictate</td>
<td>Trick Words</td>
<td>our</td>
<td>over</td>
<td>come</td>
</tr>
<tr>
<td>On Thursday Dictate</td>
<td>Sentence</td>
<td>Bob had the last mint.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### WEEK 2

<table>
<thead>
<tr>
<th>On Monday Dictate</th>
<th>Review Words</th>
<th>fuss</th>
<th>quick</th>
<th>paths</th>
</tr>
</thead>
<tbody>
<tr>
<td>On Tuesday Dictate</td>
<td>Review Words</td>
<td>lamp</td>
<td>munch</td>
<td>flags</td>
</tr>
<tr>
<td>On Wednesday Dictate</td>
<td>Trick Words</td>
<td>would</td>
<td>after</td>
<td>also</td>
</tr>
<tr>
<td>On Thursday Dictate</td>
<td>Sentence</td>
<td>Pass the small block to Beth.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Answer Key**

**WEEK 1** Sentence Closed Syllables - Bob, had, last, mint

**WEEK 2** Sentence Closed Syllables - pass, small, block, Beth
Do the "Closed Syllable Search" Activity

Find and circle all the closed syllables. Cross out any syllable if it is not a closed syllable.

Spin  crank  ask

No  grab  so

Sing  grass  I

Lump  smell  tail

Pink  eat  snap

Answer Key
Cross out the words no, so, I, tail and eat. Circle all other words.
Cut words into flashcards. 1. Each night, help your child **read** all Trick Words from previous units, as well as these. 2. Have your child **trace** each new Trick Word with his or her finger and **spell** it aloud; and 3. Cover up the trick word and have your child write it with his or her finger on the table while naming each letter.
Writing Grid for Word and Sentence Homework
Dear Family:

We are in Unit 10 of Fundations® already! Your child is now going to be working with **closed syllables** that have **five sounds**. These are words that usually have a blend (two consonants each with their own sound) at the beginning of the word and a blend at the end of the word. The word “**slump**” is an example. The **sl** is a blend and the **mp** is a blend.

I will be adding the suffix ‘**s**’ to these five sound words as well. Remember that your child should spell the baseword first, then add the suffix ending.

Five sounds can be quite difficult to sound out, to read and to spell. I anticipate spending at least three weeks on this Unit.

Do let me know if you have any questions.

Sincerely,
**Homework Guide**

Review *closed syllables* that have *five sounds* with your child during the next 3 weeks.

**Follow These 4 Steps:**
1. Dictate the word and have your child echo the word.
2. Have your child tap out the sounds. This is very important. Do not tap trick words.
3. Have your child tell you the letters that go with those sounds.
4. Have your child write the letters. It is helpful if you say the letters as your child writes them.

### WEEK 1

<table>
<thead>
<tr>
<th>On Monday Dictate</th>
<th>Review Words</th>
<th>ring</th>
<th>next</th>
<th>flags</th>
</tr>
</thead>
<tbody>
<tr>
<td>On Tuesday Dictate</td>
<td>Current Words</td>
<td>plump</td>
<td>crisp</td>
<td>drink</td>
</tr>
<tr>
<td>On Wednesday Dictate</td>
<td>Trick Words</td>
<td>many</td>
<td>before</td>
<td>called</td>
</tr>
<tr>
<td>On Thursday Dictate</td>
<td>Sentence</td>
<td>Tom slept in the tent.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### WEEK 2

<table>
<thead>
<tr>
<th>On Monday Dictate</th>
<th>Review Words</th>
<th>chill</th>
<th>thank</th>
<th>swim</th>
</tr>
</thead>
<tbody>
<tr>
<td>On Tuesday Dictate</td>
<td>Current Words</td>
<td>shrimp</td>
<td>plants</td>
<td>crisp</td>
</tr>
<tr>
<td>On Wednesday Dictate</td>
<td>Trick Words</td>
<td>how</td>
<td>your</td>
<td>down</td>
</tr>
<tr>
<td>On Thursday Dictate</td>
<td>Sentence</td>
<td>I will print on the pad.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### WEEK 3

<table>
<thead>
<tr>
<th>On Monday Dictate</th>
<th>Review Words</th>
<th>much</th>
<th>wait</th>
<th>banks</th>
</tr>
</thead>
<tbody>
<tr>
<td>On Tuesday Dictate</td>
<td>Current Words</td>
<td>blimps</td>
<td>spends</td>
<td>stamps</td>
</tr>
<tr>
<td>On Wednesday Dictate</td>
<td>Trick Words</td>
<td>should</td>
<td>because</td>
<td>each</td>
</tr>
<tr>
<td>On Thursday Dictate</td>
<td>Sentence</td>
<td>The skunk drank from the pan.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Do the “Match Blends” Activity

Select blends from the top of each box to form real words. Write the blends on the lines and read the words. Have your child make some of these words with the cut up letters from Unit 1.

<table>
<thead>
<tr>
<th>nd</th>
<th>sp</th>
<th>nt</th>
</tr>
</thead>
<tbody>
<tr>
<td>ble</td>
<td></td>
<td></td>
</tr>
<tr>
<td>spe</td>
<td></td>
<td></td>
</tr>
<tr>
<td>cri</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>dr</th>
<th>st</th>
<th>br</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ank</td>
<td></td>
</tr>
<tr>
<td></td>
<td>unch</td>
<td></td>
</tr>
<tr>
<td></td>
<td>amp</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ft</th>
<th>nt</th>
<th>st</th>
</tr>
</thead>
<tbody>
<tr>
<td>twi</td>
<td></td>
<td></td>
</tr>
<tr>
<td>pri</td>
<td></td>
<td></td>
</tr>
<tr>
<td>cra</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>tr</th>
<th>st</th>
<th>bl</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ast</td>
<td></td>
</tr>
<tr>
<td></td>
<td>unk</td>
<td></td>
</tr>
<tr>
<td></td>
<td>and</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ft</th>
<th>st</th>
<th>mp</th>
</tr>
</thead>
<tbody>
<tr>
<td>shri</td>
<td></td>
<td></td>
</tr>
<tr>
<td>tru</td>
<td></td>
<td></td>
</tr>
<tr>
<td>dri</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>bl</th>
<th>sk</th>
<th>st</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>unk</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ank</td>
<td></td>
</tr>
</tbody>
</table>
Cut words into flashcards. 1. Each night, help your child read all Trick Words from previous units, as well as these.
2. Have your child trace each new Trick Word with his or her finger and spell it aloud; and 3. Cover up the trick word and have your child write it with his or her finger on the table while naming each letter.
Dear Family:

In Unit 11, Fundations® introduces students to words that have more than one syllable. I need you to encourage your child to *scoop* each syllable when the word is read. For example, scoop the word *napkin* into two syllables like this:

napkin

This is key in teaching a child to break down a word into its parts.

I will be working on *multisyllabic words* for the next four weeks.

Some words will be compound words or words that are made up of two parts. Each part can be a word by itself, for example, in the word *"sunfish"* - *sun* is a word and *fish* is a word.

Then, I shall work with words that have two consonants between the two vowels such as in the word *"magnet"*.

The spelling procedure used to teach multisyllabic words is very important. (See the next page for these instructions.) Yes, there are several steps, however each is important to help develop the skill of breaking a word down into its parts.

Once again *thank you* for all of your help.

Sincerely,
How to Teach Spelling of Multisyllabic Words

The spelling procedure used to teach multisyllabic words is very important. You may want to keep these directions handy while working with your child.

1. Hand your child two blank index cards (or any blank paper).
2. Dictate a word such as sunfish.
3. Have your child repeat the word and place a blank index card down for each syllable.
   - Your child says “sun” and puts down one blank card.
   - Your child says “fish” and puts down another blank card.

4. Next, have your child touch the first blank card and spell the first syllable s - u - n, then write the syllable saying the letters: “s - u - n, sun.”
5. Next, have your child touch the second blank card and spell the second syllable f - i - s - h, then write the syllable saying the letters: “f - i - s - h, fish.”

Remember to continue reading aloud to your child.

Reading can be hard work for a First Grader. Find some time just to read aloud to your child so that he or she realizes that reading can be for pleasure! Try the books listed below.

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
</tr>
</thead>
<tbody>
<tr>
<td>Miss Rumphias</td>
<td>Cooney, Barbara</td>
</tr>
<tr>
<td>My Father’s Dragon</td>
<td>Stiles Gannett, Ruth</td>
</tr>
<tr>
<td>Mio, My Son</td>
<td>Lingren, Astrid</td>
</tr>
<tr>
<td>James and the Giant Peach</td>
<td>Dahl, Roald</td>
</tr>
<tr>
<td>Fantastic Mr. Fox</td>
<td>Dahl, Roald</td>
</tr>
<tr>
<td>Indian in the Cupboard</td>
<td>Reid Banks, Lynne</td>
</tr>
<tr>
<td>Trumpet of the Swan</td>
<td>White, E. B.</td>
</tr>
<tr>
<td>Mrs. Piggle-Wiggle</td>
<td>MacDonald, Betty</td>
</tr>
</tbody>
</table>
Homework Guide

Review reading and spelling *multisyllabic words* with your child during the next 3 weeks.

Please refer to the directions for the multisyllabic spelling procedure in the letter.

**Follow These 4 Steps:**

1. Dictate the word and have your child echo the word.
2. Have your child tap out the sounds. Do not tap trick words.
3. Have your child tell you the letters that go with those sounds.
4. Write the letters.

### WEEK 1

<table>
<thead>
<tr>
<th>Day</th>
<th>Review Words</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>On Monday Dictate</td>
<td>sting, chunks, jam</td>
<td>Beth did not miss the sunset.</td>
</tr>
<tr>
<td>On Tuesday Dictate</td>
<td>tomcat, catfish, bathmat</td>
<td></td>
</tr>
<tr>
<td>On Wednesday Dictate</td>
<td>people, Mr., Mrs.</td>
<td></td>
</tr>
<tr>
<td>On Thursday Dictate</td>
<td>Sentence</td>
<td></td>
</tr>
</tbody>
</table>

### WEEK 2

<table>
<thead>
<tr>
<th>Day</th>
<th>Review Words</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>On Monday Dictate</td>
<td>split, blast, glass</td>
<td></td>
</tr>
<tr>
<td>On Tuesday Dictate</td>
<td>shellfish, tiptop, sunfish</td>
<td></td>
</tr>
<tr>
<td>On Wednesday Dictate</td>
<td>years, says, little</td>
<td></td>
</tr>
<tr>
<td>On Thursday Dictate</td>
<td>Sentence</td>
<td></td>
</tr>
</tbody>
</table>

### WEEK 3

<table>
<thead>
<tr>
<th>Day</th>
<th>Review Words</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>On Monday Dictate</td>
<td>blink, crunch, stumps</td>
<td></td>
</tr>
<tr>
<td>On Tuesday Dictate</td>
<td>picnic, tonic, plastic</td>
<td></td>
</tr>
<tr>
<td>On Wednesday Dictate</td>
<td>good, very, own</td>
<td></td>
</tr>
<tr>
<td>On Thursday Dictate</td>
<td>Sentence</td>
<td></td>
</tr>
</tbody>
</table>

The dog in the bathtub is frantic!
Do the "Match and Memory Game" Activity

1. Write each syllable below on a blank index card.

2. Turn them over, with the First Syllables in one column and the Last Syllables in another column. **Make sure to change the order of cards in the second column.**

3. Take turns flipping over a card from the First Syllables Column, then selecting one card from the Last Syllables Column to see if you can make a word. If it matches keep the word.

4. Read all matched words.

<table>
<thead>
<tr>
<th>First Syllable Column</th>
<th>Last Syllable Column</th>
</tr>
</thead>
<tbody>
<tr>
<td>sun</td>
<td>set</td>
</tr>
<tr>
<td>bath</td>
<td>tub</td>
</tr>
<tr>
<td>pub</td>
<td>lic</td>
</tr>
<tr>
<td>ex</td>
<td>pect</td>
</tr>
<tr>
<td>cob</td>
<td>web</td>
</tr>
<tr>
<td>up</td>
<td>set</td>
</tr>
<tr>
<td>ab</td>
<td>sent</td>
</tr>
<tr>
<td>den</td>
<td>tist</td>
</tr>
<tr>
<td>nap</td>
<td>kin</td>
</tr>
<tr>
<td>chip</td>
<td>munk</td>
</tr>
</tbody>
</table>
Cut words into flashcards. 1. Each night, help your child read all Trick Words from previous units, as well as these. 2. Have your child trace each new Trick Word with his or her finger and spell it aloud; and 3. Cover up the trick word and have your child write it with his or her finger on the table while naming each letter.
Dear Family:

You and your child have been doing some wonderful work together. Unit 12 is similar to Unit 6 in that I am going to add a suffix ending to words. This time the suffix ‘es’ will be added to the words. This suffix will be added to closed syllable words such as the word “lunches”. The baseword is lunch and the suffix is es.

As a reminder: the procedure for reading the words lunches and wishes is to read the baseword first and then say it with the suffix as follows:

   lunch - lunches     wish - wishes

To spell a word with a suffix ending, your child hears the entire word lunches but then must be able to separate lunch from the suffix es.

Therefore, after echoing the word lunches you may ask, “What is the baseword?” Your child should answer, “lunch”. Then tap out /l/ /u/ /n/ /ch/, say the letters l - u - n - c - h, and add the suffix ‘es’.

I am planning to be in this Unit for two weeks. If you think your child needs more practice, do not be concerned, because Unit 13 adds two more suffix endings, thus your child will be getting additional practice with these procedures.

Sincerely,
Homework Guide

Review the closed syllable baseword with the suffix endings of 's' and 'es' with your child during the next 2 weeks.

Follow These 4 Steps:

1. Dictate the entire word. Have your child echo the entire word. Example: "wishes"

2. Have your child separate the baseword from the suffix and tap out the baseword. Child says, "wishes" then, "wish" then taps out /w/ /I/ /sh/. Do not tap trick words.

3. Have your child tell you the letters that go with the sounds of the baseword.

4. Have your child write the letters of the baseword then add es. It is helpful if you say the letters as your child writes them.

Week 1

Dictate the words and sentence to your child following the 4 steps listed above.

<table>
<thead>
<tr>
<th>On Monday Dictate</th>
<th>Review Words</th>
<th>Straps</th>
<th>Pins</th>
<th>Napkin</th>
</tr>
</thead>
<tbody>
<tr>
<td>On Tuesday Dictate</td>
<td>Current Words</td>
<td>Rashes</td>
<td>Lunches</td>
<td>Wishes</td>
</tr>
<tr>
<td>On Wednesday Dictate</td>
<td>Trick Words</td>
<td>See</td>
<td>Work</td>
<td>Between</td>
</tr>
<tr>
<td>On Thursday Dictate</td>
<td>Sentence</td>
<td>Ben wishes his friend luck.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Week 2

Dictate the words and sentence to your child following the 4 steps listed above.

<table>
<thead>
<tr>
<th>On Monday Dictate</th>
<th>Review Words</th>
<th>Index</th>
<th>Quits</th>
<th>Clocks</th>
</tr>
</thead>
<tbody>
<tr>
<td>On Tuesday Dictate</td>
<td>Current Words</td>
<td>Dishes</td>
<td>Bunches</td>
<td>Pinches</td>
</tr>
<tr>
<td>On Wednesday Dictate</td>
<td>Trick Words</td>
<td>Both</td>
<td>Being</td>
<td>Under</td>
</tr>
<tr>
<td>On Thursday Dictate</td>
<td>Sentence</td>
<td>Jim brushes the lint off the rugs.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Do the “Find the Baseword and Suffix” Activity

1. Have your child read the list of words below.

2. Next, you read a word from the list below. Do not have your child look at the list. Have your child repeat the word, then tell you the baseword. Do all of the words.

3. Have your child underline the baseword and circle the suffix.

- stamps
- dresses
- brings
- benches
- skunks
- wishes
- bugs
- pinches
- stacks
- sunsets
- wishes
- kisses
- napkins
Cut words into flashcards. 1. Each night, help your child **read** all Trick Words from previous units, as well as these.
2. Have your child **trace** each new Trick Word with his or her finger and **spell** it aloud; and 3. Cover up the trick word and have your child **write** it with his or her finger on the table while naming each letter.
Writing Grid for Word and Sentence Homework
Dear Family:

In Unit 13, Fundations® continues to introduce additional suffix endings to closed syllable basewords.

The new suffix endings are ‘ed’ and ‘ing’. The procedures for reading and spelling are the same as in Unit 12. A key element for your child is to always separate the suffix from the baseword. This strategy is critical for correct spelling and for future concepts.

I have included some two-syllable words in the homework assignment. Your child should continue to use blank cards or paper to separate the syllables, spell each syllable, then add on the suffix.

Please let me know if you have any concerns.

Sincerely,
Review the closed syllable baseword with the suffix endings of **ed** and **ing**.

**Follow These 4 Steps:**

1. Dictate the entire word. Have your child echo the entire word. Example: **“drilling”**
2. Have your child separate the baseword from the suffix and tap out the baseword. Do not tap trick words.
3. Have your child tell you the letters that go with the sounds of the baseword and then add the suffix.
4. Have your child write the baseword then add the suffix **ing**. It is helpful if you say the letters as your child writes them.

---

**WEEK 1**

Dictate the words and sentence to your child following the 4 steps listed above.

<table>
<thead>
<tr>
<th>On Monday Dictate</th>
<th>Review Words</th>
<th>squints</th>
<th>cobwebs</th>
<th>sunsets</th>
</tr>
</thead>
<tbody>
<tr>
<td>On Tuesday Dictate</td>
<td>Current Words</td>
<td>invented</td>
<td>drilling</td>
<td>jumping</td>
</tr>
<tr>
<td>On Wednesday Dictate</td>
<td>Trick Words</td>
<td>never</td>
<td>another</td>
<td>day</td>
</tr>
<tr>
<td>On Thursday Dictate</td>
<td>Sentence</td>
<td>Yes, Mom is still thinking of the kids.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**WEEK 2**

Dictate the words and sentence to your child following the 4 steps listed above.

<table>
<thead>
<tr>
<th>On Monday Dictate</th>
<th>Review Words</th>
<th>sunfishes</th>
<th>rocks</th>
<th>albums</th>
</tr>
</thead>
<tbody>
<tr>
<td>On Tuesday Dictate</td>
<td>Current Words</td>
<td>sandblasted</td>
<td>hunting</td>
<td>standing</td>
</tr>
<tr>
<td>On Wednesday Dictate</td>
<td>Trick Words</td>
<td>words</td>
<td>look</td>
<td>through</td>
</tr>
<tr>
<td>On Thursday Dictate</td>
<td>Sentence</td>
<td>Jill stands with hands on her hips.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Do the “Add the Suffix” Activity

Have your child read the word and suffix. Cover the word and have him or her write it on the line. Check the word and have your child underline or ‘scoop’ the syllables in the baseword and circle the suffix.

<table>
<thead>
<tr>
<th>Word</th>
<th>Suffix</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>expect</td>
<td>s</td>
<td>______</td>
</tr>
<tr>
<td>invent</td>
<td>ed</td>
<td>______</td>
</tr>
<tr>
<td>disrupt</td>
<td>ed</td>
<td>______</td>
</tr>
<tr>
<td>insist</td>
<td>ed</td>
<td>______</td>
</tr>
<tr>
<td>wish</td>
<td>es</td>
<td>______</td>
</tr>
<tr>
<td>spell</td>
<td>ing</td>
<td>______</td>
</tr>
<tr>
<td>crush</td>
<td>es</td>
<td>______</td>
</tr>
<tr>
<td>camp</td>
<td>ing</td>
<td>______</td>
</tr>
</tbody>
</table>
Cut words into flashcards. 1. Each night, help your child read all Trick Words from previous units, as well as these.
2. Have your child trace each new Trick Word with his or her finger and spell it aloud; and 3. Cover up the trick word and have your child write it with his or her finger on the table while naming each letter.
Dear Family:

The end of the year is fast approaching. The last Unit in Fundations® introduces a new syllable type. So far this year, I have been working with closed syllables. It is now time to talk about the **vowel-consonant-e** syllable type or **“v-e” syllable**.

I demonstrate to the class how an ‘e’ at the end of a word changes the sound of the vowel in that word. For example, in the word **hop**, if you add an **e** the **o** will now say its name. The **o** will have the long vowel sound and the word will be **hope**.

I make sure the children know that the letter **e** does not have a sound - it just sits at the end of the word helping the other vowel to say its name. I will make a lot of examples such as **mat** to **mate**, **hop** to **hope**, and **cap** to **cape**. The key element here is to make sure your child is aware of the pattern of “v-e” (vowel-consonant-e).

We will spend the last few weeks on this concept, bringing us to the end of a very exciting year. Thank you so very much for helping me to make this program a success.

Sincerely,
### Fundations® Vowels

<table>
<thead>
<tr>
<th>Vowel</th>
<th>Closed Syllable</th>
<th>Vowel-Consonant-e Syllable</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>apple /æ/</td>
<td>safe /æ/</td>
</tr>
<tr>
<td>e</td>
<td>Ed /ɛ/</td>
<td>Pete /ɛ/</td>
</tr>
<tr>
<td>i</td>
<td>itch /ɪ/</td>
<td>pine /ɪ/</td>
</tr>
<tr>
<td>o</td>
<td>octopus /ɒ/</td>
<td>home /ɒ/</td>
</tr>
<tr>
<td>u</td>
<td>up /ʊ/</td>
<td>mule /ʊ/</td>
</tr>
</tbody>
</table>
**Homework Guide**

Review the **vowel-consonant-e syllable** with your child during the next 3 weeks.

If your child gets stuck on a word, have your child look it up in his or her notebook of sounds.

**Follow These 4 Steps:**

1. Dictate the word and have your child echo the word.
2. Have your child tap out the sounds. Do not tap trick words.
3. Have your child tell you the letters that go with those sounds.
4. Write the letters.

---

**WEEK 1**

Dictate the words and sentence to your child following the 4 steps listed above.

<table>
<thead>
<tr>
<th>Day</th>
<th>Review Words</th>
<th>Current Words</th>
<th>Trick Words</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday Dictate</td>
<td>nutshell</td>
<td>stove</td>
<td>friend</td>
<td>Mom plans a trip to the Cape.</td>
</tr>
<tr>
<td>Tuesday Dictate</td>
<td>hatboxes</td>
<td>tape</td>
<td>around</td>
<td></td>
</tr>
<tr>
<td>Wednesday Dictate</td>
<td>fishing</td>
<td>bite</td>
<td>circle</td>
<td></td>
</tr>
<tr>
<td>Thursday Dictate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**WEEK 2**

Dictate the words and sentence to your child following the 4 steps listed above.

<table>
<thead>
<tr>
<th>Day</th>
<th>Review Words</th>
<th>Current Words</th>
<th>Trick Words</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday Dictate</td>
<td>quilts</td>
<td>flame</td>
<td>does</td>
<td></td>
</tr>
<tr>
<td>Tuesday Dictate</td>
<td>upset</td>
<td>mate</td>
<td>nothing</td>
<td></td>
</tr>
<tr>
<td>Wednesday Dictate</td>
<td>bathmats</td>
<td>hope</td>
<td>write</td>
<td></td>
</tr>
<tr>
<td>Thursday Dictate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**WEEK 3**

Dictate the words and sentence to your child following the 4 steps listed above.

<table>
<thead>
<tr>
<th>Day</th>
<th>Review Words</th>
<th>Current Words</th>
<th>Trick Words</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday Dictate</td>
<td>drilling</td>
<td>cones</td>
<td>none</td>
<td></td>
</tr>
<tr>
<td>Tuesday Dictate</td>
<td>cobwebs</td>
<td>shaves</td>
<td>color</td>
<td></td>
</tr>
<tr>
<td>Wednesday Dictate</td>
<td>wishes</td>
<td>jokes</td>
<td>month</td>
<td></td>
</tr>
<tr>
<td>Thursday Dictate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**What are the rules for this game?**
**Do the “Syllable Change” Activity**

Read and copy the word, then add e, and read new the word with the long vowel sound.

<table>
<thead>
<tr>
<th>Original Word</th>
<th>Added</th>
<th>New Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>mat</td>
<td>e</td>
<td>mat_e</td>
</tr>
<tr>
<td>cap</td>
<td>e</td>
<td>cap_e</td>
</tr>
<tr>
<td>fat</td>
<td>e</td>
<td>fat_e</td>
</tr>
<tr>
<td>quit</td>
<td>e</td>
<td>quit_e</td>
</tr>
<tr>
<td>bit</td>
<td>e</td>
<td>bit_e</td>
</tr>
<tr>
<td>slim</td>
<td>e</td>
<td>slim_e</td>
</tr>
<tr>
<td>mop</td>
<td>e</td>
<td>mop_e</td>
</tr>
<tr>
<td>cut</td>
<td>e</td>
<td>cut_e</td>
</tr>
</tbody>
</table>
→ **Cut words into flashcards.** 1. Each night, help your child **read** all Trick Words from previous units, as well as these.
2. Have your child **trace** each new Trick Word with his or her finger and **spell** it aloud; and 3. Cover up the trick word and have your child **write** it with his or her finger on the table while naming each letter.